

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-0450-888
DISTRICT : Boonton Town School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	520	78.6	1.8	80.4	82.2	84	85.8	87.6	89.4
White	299	84	1.4	85.4	86.8	88.2	89.6	90	90
Black	45	60	3.3	63.3	66.6	69.9	73.2	76.5	79.8
Hispanic	55	70.9	2.4	73.3	75.7	78.1	80.5	82.9	85.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	119	76.5	2	78.5	80.5	82.5	84.5	86.5	88.5
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	118	44.9	4.6	49.5	54.1	58.7	63.3	67.9	72.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	136	69.1	2.6	71.7	74.3	76.9	79.5	82.1	84.7

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	522	81.4	1.6	83	84.6	86.2	87.8	89.4	90
White	300	86	1.2	87.2	88.4	89.6	90	90	90
Black	46	60.8	3.3	64.1	67.4	70.7	74	77.3	80.6
Hispanic	55	76.4	2	78.4	80.4	82.4	84.4	86.4	88.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	119	80.7	1.6	82.3	83.9	85.5	87.1	88.7	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	118	60.2	3.3	63.5	66.8	70.1	73.4	76.7	80
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	136	71.3	2.4	73.7	76.1	78.5	80.9	83.3	85.7

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-0460-888
DISTRICT : Boonton Township Public School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	348	85.1	1.3	86.4	87.7	89	90	90	90
White	314	86	1.2	87.2	88.4	89.6	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	52	65.3	2.9	68.2	71.1	74	76.9	79.8	82.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	348	87.6	1	88.6	89.6	90	90	90	90
White	314	88.2	1	89.2	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	52	65.4	2.9	68.3	71.2	74.1	77	79.9	82.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-0630-888
DISTRICT : Butler Public Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	532	74.1	2.2	76.3	78.5	80.7	82.9	85.1	87.3
White	446	74.9	2.1	77	79.1	81.2	83.3	85.4	87.5
Black	-	-	-	-	-	-	-	-	-
Hispanic	50	70	2.5	72.5	75	77.5	80	82.5	85
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	113	41.6	4.9	46.5	51.4	56.3	61.2	66.1	71
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	60.3	3.3	63.6	66.9	70.2	73.5	76.8	80.1

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	532	78.6	1.8	80.4	82.2	84	85.8	87.6	89.4
White	446	79.6	1.7	81.3	83	84.7	86.4	88.1	89.8
Black	-	-	-	-	-	-	-	-	-
Hispanic	50	72	2.3	74.3	76.6	78.9	81.2	83.5	85.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	113	51.4	4.1	55.5	59.6	63.7	67.8	71.9	76
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	58	67.3	2.7	70	72.7	75.4	78.1	80.8	83.5

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-0785-888
DISTRICT : The School District of the Chathams
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2033	90.5	-	90	90	90	90	90	90
White	1797	91	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	54	77.8	1.9	79.7	81.6	83.5	85.4	87.3	89.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	155	91.6	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	353	68.3	2.7	71	73.7	76.4	79.1	81.8	84.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	72.7	2.3		75	77.3	79.6	81.9	84.2

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2033	93.1	-	90	90	90	90	90	90
White	1796	93.2	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	54	87.1	1.1	88.2	89.3	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	156	95.5	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	353	73.6	2.2	75.8	78	80.2	82.4	84.6	86.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	78.8	1.8		80.6	82.4	84.2	86	87.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-0820-888
DISTRICT : CHESTER SCHOOL DISTRICT
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	943	84.9	1.3	86.2	87.5	88.8	90	90	90
White	832	86.7	1.1	87.8	88.9	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	46	63	3.1	66.1	69.2	72.3	75.4	78.5	81.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	52	77	1.9	78.9	80.8	82.7	84.6	86.5	88.4
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	166	60.8	3.3	64.1	67.4	70.7	74	77.3	80.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	52	55.8	3.7	59.5	63.2	66.9	70.6	74.3	78

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	942	89.9	.9	90	90	90	90	90	90
White	831	91.4	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	46	63	3.1	66.1	69.2	72.3	75.4	78.5	81.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	52	94.2	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	165	74.6	2.1	76.7	78.8	80.9	83	85.1	87.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	52	67.3	2.7	70	72.7	75.4	78.1	80.8	83.5

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-1090-888
DISTRICT : Denville Township Board of Education
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1274	84.2	1.3	85.5	86.8	88.1	89.4	90	90
White	1070	84.5	1.3	85.8	87.1	88.4	89.7	90	90
Black	32	59.4	3.4	62.8	66.2	69.6	73	76.4	79.8
Hispanic	65	75.4	2.1	77.5	79.6	81.7	83.8	85.9	88
American Indian	-	-	-	-	-	-	-	-	-
Asian	107	93.5	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	244	56.5	3.6	60.1	63.7	67.3	70.9	74.5	78.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	69.7	2.5	72.2	74.7	77.2	79.7	82.2	84.7

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1274	88.9	.9	89.8	90	90	90	90	90
White	1070	90.1	-	90	90	90	90	90	90
Black	32	62.6	3.1	65.7	68.8	71.9	75	78.1	81.2
Hispanic	65	76.9	1.9	78.8	80.7	82.6	84.5	86.4	88.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	107	91.6	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	244	69.7	2.5	72.2	74.7	77.2	79.7	82.2	84.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	33	75.8	2	77.8	79.8	81.8	83.8	85.8	87.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-1110-888
 DISTRICT : Dover Public School District
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1335	71.9	2.4	74.3	76.7	79.1	81.5	83.9	86.3
White	172	83.8	1.4	85.2	86.6	88	89.4	90	90
Black	85	71.7	2.4	74.1	76.5	78.9	81.3	83.7	86.1
Hispanic	1054	69.8	2.5	72.3	74.8	77.3	79.8	82.3	84.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	156	60.2	3.3	63.5	66.8	70.1	73.4	76.7	80
Limited English Proficiency	45	26.7	6.1	32.8	38.9	45	51.1	57.2	63.3
Economically Disadvantaged	976	68.4	2.7	71.1	73.8	76.5	79.2	81.9	84.6

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1335	81.7	1.5	83.2	84.7	86.2	87.7	89.2	90
White	172	83.1	1.4	84.5	85.9	87.3	88.7	90	90
Black	85	76.5	2	78.5	80.5	82.5	84.5	86.5	88.5
Hispanic	1054	81.6	1.5	83.1	84.6	86.1	87.6	89.1	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	156	62.8	3.1	65.9	69	72.1	75.2	78.3	81.4
Limited English Proficiency	45	46.6	4.5	51.1	55.6	60.1	64.6	69.1	73.6
Economically Disadvantaged	976	80.1	1.7	81.8	83.5	85.2	86.9	88.6	90

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-1190-888
DISTRICT : East Hanover Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	751	79.7	1.7	81.4	83.1	84.8	86.5	88.2	89.9
White	636	78.4	1.8	80.2	82	83.8	85.6	87.4	89.2
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	75	90.7	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	126	41.3	4.9	46.2	51.1	56	60.9	65.8	70.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	752	84.9	1.3	86.2	87.5	88.8	90	90	90
White	637	84.6	1.3	85.9	87.2	88.5	89.8	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	75	94.7	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	127	55.9	3.7	59.6	63.3	67	70.7	74.4	78.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-1530-888
DISTRICT : FLORHAM PARK PUBLIC SCHOOLS
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	663	86.8	1.1	87.9	89	90	90	90	90
White	570	87	1.1	88.1	89.2	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	30	93.3	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	81	67.9	2.7	70.6	73.3	76	78.7	81.4	84.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	663	90	-	90	90	90	90	90	90
White	570	89.8	.9	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	30	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	81	71.6	2.4	74	76.4	78.8	81.2	83.6	86
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-1990-888
DISTRICT : Hanover Park Regional High School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	352	96.6	-	90	90	90	90	90	90
White	299	97.4	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	32	96.9	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	42	78.6	1.8	80.4	82.2	84	85.8	87.6	89.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	352	91.5	-	90	90	90	90	90	90
White	299	91.7	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	32	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	42	45.3	4.6	49.9	54.5	59.1	63.7	68.3	72.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-2000-888
DISTRICT : Hanover Township Board of Education
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1041	82	1.5	83.5	85	86.5	88	89.5	90
White	852	81.4	1.6	83	84.6	86.2	87.8	89.4	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	39	79.5	1.7	81.2	82.9	84.6	86.3	88	89.7
American Indian	-	-	-	-	-	-	-	-	-
Asian	134	88.8	.9	89.7	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	180	52.2	4	56.2	60.2	64.2	68.2	72.2	76.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1039	85.4	1.2	86.6	87.8	89	90	90	90
White	850	84.3	1.3	85.6	86.9	88.2	89.5	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	39	89.8	.9	90	90	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	134	94.1	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	180	61.7	3.2	64.9	68.1	71.3	74.5	77.7	80.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-2010-888
 DISTRICT : Harding Township
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	198	82.3	1.5	83.8	85.3	86.8	88.3	89.8	90
White	186	83.3	1.4	84.7	86.1	87.5	88.9	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	43	58.1	3.5	61.6	65.1	68.6	72.1	75.6	79.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	198	91.4	-	90	90	90	90	90	90
White	186	91.9	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	43	74.5	2.1	76.6	78.7	80.8	82.9	85	87.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-2380-888
 DISTRICT : Jefferson Township
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1855	77.3	1.9	79.2	81.1	83	84.9	86.8	88.7
White	1598	77.2	1.9	79.1	81	82.9	84.8	86.7	88.6
Black	-	-	-	-	-	-	-	-	-
Hispanic	118	71.2	2.4	73.6	76	78.4	80.8	83.2	85.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	105	86.7	1.1	87.8	88.9	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	341	44.3	4.7	49	53.7	58.4	63.1	67.8	72.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	128	68	2.7	70.7	73.4	76.1	78.8	81.5	84.2

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1857	83.9	1.3	85.2	86.5	87.8	89.1	90	90
White	1599	84.5	1.3	85.8	87.1	88.4	89.7	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	118	72	2.3	74.3	76.6	78.9	81.2	83.5	85.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	105	92.3	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	342	52	4	56	60	64	68	72	76
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	128	75.8	2	77.8	79.8	81.8	83.8	85.8	87.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-2460-888
DISTRICT : Kinnelon Board of Education
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1170	88.7	1	89.7	90	90	90	90	90
White	1065	88.9	.9	89.8	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	33	84.8	1.3		86.1	87.4	88.7	90	91.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	50	90	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	150	56	3.7	59.7	63.4	67.1	70.8	74.5	78.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1148	92.4	-	90	90	90	90	90	90
White	1044	92.5	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	33	84.8	1.3		86.1	87.4	88.7	90	91.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	49	95.9	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	150	61.3	3.2	64.5	67.7	70.9	74.1	77.3	80.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-2650-888
DISTRICT : Lincoln Park School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	544	85.5	1.2	86.7	87.9	89.1	90	90	90
White	412	86.6	1.1	87.7	88.8	89.9	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	68	75	2.1	77.1	79.2	81.3	83.4	85.5	87.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	54	88.9	.9	89.8	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	76	71	2.4	73.4	75.8	78.2	80.6	83	85.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	80	72.5	2.3	74.8	77.1	79.4	81.7	84	86.3

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	544	93.8	-	90	90	90	90	90	90
White	412	94.9	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	68	86.8	1.1	87.9	89	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	54	96.3	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	76	79	1.8	80.8	82.6	84.4	86.2	88	89.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	80	87.6	1.1	88.7	89.8	90	90	90	90

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-2870-888
DISTRICT : Madison Public Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1181	89.2	.9	90	90	90	90	90	90
White	961	90.7	-	90	90	90	90	90	90
Black	33	78.8	1.8	80.6	82.4	84.2	86	87.8	89.6
Hispanic	95	72.7	2.3	75	77.3	79.6	81.9	84.2	86.5
American Indian	-	-	-	-	-	-	-	-	-
Asian	84	94	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	193	63.8	3	66.8	69.8	72.8	75.8	78.8	81.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	62	67.8	2.7	70.5	73.2	75.9	78.6	81.3	84

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1182	91.1	-	90	90	90	90	90	90
White	962	92.4	-	90	90	90	90	90	90
Black	33	69.7	2.5	72.2	74.7	77.2	79.7	82.2	84.7
Hispanic	95	83.2	1.4	84.6	86	87.4	88.8	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	84	92.8	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	193	64.2	3	67.2	70.2	73.2	76.2	79.2	82.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	62	77.4	1.9	79.3	81.2	83.1	85	86.9	88.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3090-888
DISTRICT : MENDHAM BOROUGH
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	452	87.8	1	88.8	89.8	90	90	90	90
White	424	88.2	1	89.2	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	46	52.2	4	56.2	60.2	64.2	68.2	72.2	76.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	452	94.9	-	90	90	90	90	90	90
White	424	95.5	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	46	71.7	2.4	74.1	76.5	78.9	81.3	83.7	86.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3100-888
DISTRICT : Mendham Township Board of Education
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	596	94.3	-	90	90	90	90	90	90
White	530	93.9	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	34	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	117	84.6	1.3	85.9	87.2	88.5	89.8	90	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	596	94.3	-	90	90	90	90	90	90
White	530	94.3	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	34	97.1	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	117	79.5	1.7	81.2	82.9	84.6	86.3	88	89.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3240-888
DISTRICT : Mine Hill Township
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	183	82.5	1.5	84	85.5	87	88.5	90	90
White	107	87.9	1	88.9	89.9	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	41	70.7	2.5	73.2	75.7	78.2	80.7	83.2	85.7
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	34	50	4.2		54.2	58.4	62.6	66.8	71
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	41	63.4	3.1	66.5	69.6	72.7	75.8	78.9	82

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	184	90.2	-	90	90	90	90	90	90
White	108	92.6	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	41	80.5	1.6	82.1	83.7	85.3	86.9	88.5	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	34	64.7	3		67.7	70.7	73.7	76.7	79.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	41	85.3	1.2	86.5	87.7	88.9	90	90	90

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3340-888
DISTRICT : Montville Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2166	89.2	.9	90	90	90	90	90	90
White	1644	88.9	.9	89.8	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	65	70.8	2.4	73.2	75.6	78	80.4	82.8	85.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	423	93.9	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	338	57.4	3.6	61	64.6	68.2	71.8	75.4	79
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2171	91.4	-	90	90	90	90	90	90
White	1648	90.6	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	65	87.7	1	88.7	89.7	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	423	96.7	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	339	62	3.2	65.2	68.4	71.6	74.8	78	81.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3365-888
DISTRICT : Morris County Vocational School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	153	99.3	-	90	90	90	90	90	90
White	101	100	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	37	100	-		90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	154	99.4	-	90	90	90	90	90	90
White	102	100	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	37	100	-		90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3370-888
DISTRICT : Morris Hills Regional District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	670	95.9	-	90	90	90	90	90	90
White	480	96.1	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	131	96.2	-	90	90	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	35	94.3	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	95	74.8	2.1	76.9	79	81.1	83.2	85.3	87.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	86	94.2	-	90	90	90	90	90	90

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	670	91.5	-	90	90	90	90	90	90
White	480	93.1	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	131	85.5	1.2	86.7	87.9	89.1	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	35	97.2	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	95	51.6	4	55.6	59.6	63.6	67.6	71.6	75.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	86	80.3	1.7	82	83.7	85.4	87.1	88.8	90

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3380-888
DISTRICT : MORRIS PLAINS SCHOOL DISTRICT
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	407	86.5	1.1	87.6	88.7	89.8	90	90	90
White	362	88.4	1	89.4	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	45	42.2	4.8	47	51.8	56.6	61.4	66.2	71
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	406	90.6	-	90	90	90	90	90	90
White	361	91.2	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	45	64.4	3	67.4	70.4	73.4	76.4	79.4	82.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3385-888
DISTRICT : MORRIS SCHOOL DISTRICT
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2361	71.7	2.4	74.1	76.5	78.9	81.3	83.7	86.1
White	1335	85.5	1.2	86.7	87.9	89.1	90	90	90
Black	326	57.6	3.5	61.1	64.6	68.1	71.6	75.1	78.6
Hispanic	572	44.6	4.6	49.2	53.8	58.4	63	67.6	72.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	120	86.6	1.1	87.7	88.8	89.9	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	441	39.9	5	44.9	49.9	54.9	59.9	64.9	69.9
Limited English Proficiency	106	16	7	23	30	37	44	51	58
Economically Disadvantaged	674	41.5	4.9	46.4	51.3	56.2	61.1	66	70.9

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2362	78.3	1.8	80.1	81.9	83.7	85.5	87.3	89.1
White	1334	90.5	-	90	90	90	90	90	90
Black	326	57.6	3.5	61.1	64.6	68.1	71.6	75.1	78.6
Hispanic	574	59.2	3.4	62.6	66	69.4	72.8	76.2	79.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	120	90.9	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	443	48.5	4.3	52.8	57.1	61.4	65.7	70	74.3
Limited English Proficiency	105	25.8	6.2	32	38.2	44.4	50.6	56.8	63
Economically Disadvantaged	676	56.2	3.7	59.9	63.6	67.3	71	74.7	78.4

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3410-888
DISTRICT : Mount Arlington Public School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	235	65.6	2.9	68.5	71.4	74.3	77.2	80.1	83
White	177	69.5	2.6	72.1	74.7	77.3	79.9	82.5	85.1
Black	-	-	-	-	-	-	-	-	-
Hispanic	34	47	4.4	51.4	55.8	60.2	64.6	69	73.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	45	28.8	5.9	34.7	40.6	46.5	52.4	58.3	64.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	31	61.3	3.2	64.5	67.7	70.9	74.1	77.3	80.5

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	235	78.3	1.8	80.1	81.9	83.7	85.5	87.3	89.1
White	177	84.2	1.3	85.5	86.8	88.1	89.4	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	34	58.8	3.4	62.2	65.6	69	72.4	75.8	79.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	45	51.2	4.1	55.3	59.4	63.5	67.6	71.7	75.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	31	64.5	3	67.5	70.5	73.5	76.5	79.5	82.5

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3450-888
DISTRICT : Mount Olive Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2524	82.7	1.5	84.2	85.7	87.2	88.7	90	90
White	1831	84.1	1.3	85.4	86.7	88	89.3	90	90
Black	152	71.1	2.4	73.5	75.9	78.3	80.7	83.1	85.5
Hispanic	259	71.5	2.4	73.9	76.3	78.7	81.1	83.5	85.9
American Indian	-	-	-	-	-	-	-	-	-
Asian	249	90.7	-	90	90	90	90	90	90
Two or More Races	32	81.2	1.6	82.8	84.4	86	87.6	89.2	90
Students with Disabilities	489	48.9	4.3	53.2	57.5	61.8	66.1	70.4	74.7
Limited English Proficiency	32	68.8	2.6		71.4	74	76.6	79.2	81.8
Economically Disadvantaged	340	66.8	2.8	69.6	72.4	75.2	78	80.8	83.6

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2524	87.7	1	88.7	89.7	90	90	90	90
White	1831	89.1	.9	90	90	90	90	90	90
Black	153	74.5	2.1	76.6	78.7	80.8	82.9	85	87.1
Hispanic	258	78.3	1.8	80.1	81.9	83.7	85.5	87.3	89.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	249	96	-	90	90	90	90	90	90
Two or More Races	32	81.3	1.6	82.9	84.5	86.1	87.7	89.3	90
Students with Disabilities	489	59.9	3.4	63.3	66.7	70.1	73.5	76.9	80.3
Limited English Proficiency	32	78.1	1.8		79.9	81.7	83.5	85.3	87.1
Economically Disadvantaged	340	76.2	2	78.2	80.2	82.2	84.2	86.2	88.2

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3460-888
DISTRICT : Mountain Lakes Board of Education
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	702	92.2	-	90	90	90	90	90	90
White	622	92	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	62	95.1	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	108	69.4	2.6	72	74.6	77.2	79.8	82.4	85
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	702	94.5	-	90	90	90	90	90	90
White	622	94	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	62	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	108	76.9	1.9	78.8	80.7	82.6	84.5	86.4	88.3
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3520-888
DISTRICT : Netcong Elementary School
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	157	64.3	3	67.3	70.3	73.3	76.3	79.3	82.3
White	101	61.4	3.2	64.6	67.8	71	74.2	77.4	80.6
Black	-	-	-	-	-	-	-	-	-
Hispanic	42	64.3	3	67.3	70.3	73.3	76.3	79.3	82.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	35	40	5	45	50	55	60	65	70
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	56	3.7	59.7	63.4	67.1	70.8	74.5	78.2

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	157	79.7	1.7	81.4	83.1	84.8	86.5	88.2	89.9
White	101	81.2	1.6	82.8	84.4	86	87.6	89.2	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	42	71.4	2.4	73.8	76.2	78.6	81	83.4	85.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	35	62.8	3.1	65.9	69	72.1	75.2	78.3	81.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	50	72	2.3	74.3	76.6	78.9	81.2	83.5	85.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-3950-888
DISTRICT : Parsippany-Troy Hills Township Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3649	79.3	1.7	81	82.7	84.4	86.1	87.8	89.5
White	1836	79	1.8	80.8	82.6	84.4	86.2	88	89.8
Black	109	59.6	3.4	63	66.4	69.8	73.2	76.6	80
Hispanic	346	63.8	3	66.8	69.8	72.8	75.8	78.8	81.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	1290	85.2	1.2	86.4	87.6	88.8	90	90	90
Two or More Races	64	81.3	1.6	82.9	84.5	86.1	87.7	89.3	90
Students with Disabilities	688	43.6	4.7	48.3	53	57.7	62.4	67.1	71.8
Limited English Proficiency	101	37.6	5.2	42.8	48	53.2	58.4	63.6	68.8
Economically Disadvantaged	400	59.5	3.4	62.9	66.3	69.7	73.1	76.5	79.9

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3649	86.3	1.2	87.5	88.7	89.9	90	90	90
White	1836	84.7	1.3	86	87.3	88.6	89.9	90	90
Black	109	67.9	2.7	70.6	73.3	76	78.7	81.4	84.1
Hispanic	346	72	2.3	74.3	76.6	78.9	81.2	83.5	85.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	1289	93.7	-	90	90	90	90	90	90
Two or More Races	65	90.8	-	90	90	90	90	90	90
Students with Disabilities	690	53.7	3.9	57.6	61.5	65.4	69.3	73.2	77.1
Limited English Proficiency	101	65.4	2.9	68.3	71.2	74.1	77	79.9	82.8
Economically Disadvantaged	401	71.3	2.4	73.7	76.1	78.5	80.9	83.3	85.7

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4000-888
DISTRICT : Long Hill Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	583	86.1	1.2	87.3	88.5	89.7	90	90	90
White	496	86.7	1.1	87.8	88.9	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	38	71.1	2.4	73.5	75.9	78.3	80.7	83.1	85.5
American Indian	-	-	-	-	-	-	-	-	-
Asian	41	95.1	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	112	58.9	3.4	62.3	65.7	69.1	72.5	75.9	79.3
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	581	90.2	-	90	90	90	90	90	90
White	494	91.1	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	38	79	1.8	80.8	82.6	84.4	86.2	88	89.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	41	97.5	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	112	66.9	2.8	69.7	72.5	75.3	78.1	80.9	83.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4080-888
DISTRICT : Pequannock Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1320	85.9	1.2	87.1	88.3	89.5	90	90	90
White	1228	86.4	1.1	87.5	88.6	89.7	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	59	79.7	1.7	81.4	83.1	84.8	86.5	88.2	89.9
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	242	56.6	3.6	60.2	63.8	67.4	71	74.6	78.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	40	75	2.1	77.1	79.2	81.3	83.4	85.5	87.6

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1320	90	-	90	90	90	90	90	90
White	1228	90.3	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	59	83.1	1.4	84.5	85.9	87.3	88.7	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	242	64.5	3	67.5	70.5	73.5	76.5	79.5	82.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	40	75	2.1	77.1	79.2	81.3	83.4	85.5	87.6

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4330-888
DISTRICT : Randolph Township Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2778	86.6	1.1	87.7	88.8	89.9	90	90	90
White	2244	88.1	1	89.1	90	90	90	90	90
Black	72	77.8	1.9	79.7	81.6	83.5	85.4	87.3	89.2
Hispanic	213	69	2.6	71.6	74.2	76.8	79.4	82	84.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	237	92	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	475	58.6	3.5	62.1	65.6	69.1	72.6	76.1	79.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	135	58.5	3.5	62	65.5	69	72.5	76	79.5

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2779	90.6	-	90	90	90	90	90	90
White	2245	91.9	-	90	90	90	90	90	90
Black	72	79.2	1.7	80.9	82.6	84.3	86	87.7	89.4
Hispanic	213	75.6	2	77.6	79.6	81.6	83.6	85.6	87.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	237	96.2	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	476	65.5	2.9	68.4	71.3	74.2	77.1	80	82.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	135	68.8	2.6	71.4	74	76.6	79.2	81.8	84.4

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4440-888
DISTRICT : Riverdale School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	167	78.5	1.8	80.3	82.1	83.9	85.7	87.5	89.3
White	150	80	1.7	81.7	83.4	85.1	86.8	88.5	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	167	75.4	2.1	77.5	79.6	81.7	83.8	85.9	88
White	150	77.3	1.9	79.2	81.1	83	84.9	86.8	88.7
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4480-888
DISTRICT : Rockaway Borough Public Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	410	69.3	2.6	71.9	74.5	77.1	79.7	82.3	84.9
White	265	71.7	2.4	74.1	76.5	78.9	81.3	83.7	86.1
Black	-	-	-	-	-	-	-	-	-
Hispanic	77	58.4	3.5	61.9	65.4	68.9	72.4	75.9	79.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	45	80	1.7	81.7	83.4	85.1	86.8	88.5	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	69	21.7	6.5	28.2	34.7	41.2	47.7	54.2	60.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	82	52.5	4	56.5	60.5	64.5	68.5	72.5	76.5

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	410	78	1.8	79.8	81.6	83.4	85.2	87	88.8
White	265	79.6	1.7	81.3	83	84.7	86.4	88.1	89.8
Black	-	-	-	-	-	-	-	-	-
Hispanic	77	63.7	3	66.7	69.7	72.7	75.7	78.7	81.7
American Indian	-	-	-	-	-	-	-	-	-
Asian	45	93.3	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	69	31.8	5.7	37.5	43.2	48.9	54.6	60.3	66
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	82	58.6	3.5	62.1	65.6	69.1	72.6	76.1	79.6

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4490-888
DISTRICT : Rockaway Township School District
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1681	79.9	1.7	81.6	83.3	85	86.7	88.4	90
White	1265	81.6	1.5	83.1	84.6	86.1	87.6	89.1	90
Black	56	69.7	2.5	72.2	74.7	77.2	79.7	82.2	84.7
Hispanic	214	68.6	2.6	71.2	73.8	76.4	79	81.6	84.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	135	84.5	1.3	85.8	87.1	88.4	89.7	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	334	43.1	4.8	47.9	52.7	57.5	62.3	67.1	71.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	165	61.8	3.2	65	68.2	71.4	74.6	77.8	81

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1680	84.6	1.3	85.9	87.2	88.5	89.8	90	90
White	1263	86.6	1.1	87.7	88.8	89.9	90	90	90
Black	56	71.4	2.4	73.8	76.2	78.6	81	83.4	85.8
Hispanic	214	71	2.4	73.4	75.8	78.2	80.6	83	85.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	136	92.7	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	333	56.7	3.6	60.3	63.9	67.5	71.1	74.7	78.3
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	165	64.8	2.9	67.7	70.6	73.5	76.4	79.3	82.2

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-4560-888
DISTRICT : Roxbury Township Public Schools
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2173	80.4	1.6	82	83.6	85.2	86.8	88.4	90
White	1741	81	1.6	82.6	84.2	85.8	87.4	89	90
Black	68	79.5	1.7	81.2	82.9	84.6	86.3	88	89.7
Hispanic	207	71.1	2.4	73.5	75.9	78.3	80.7	83.1	85.5
American Indian	-	-	-	-	-	-	-	-	-
Asian	147	89.1	.9	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	309	43.7	4.7	48.4	53.1	57.8	62.5	67.2	71.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	211	61.6	3.2	64.8	68	71.2	74.4	77.6	80.8

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2172	85.3	1.2	86.5	87.7	88.9	90	90	90
White	1740	86.5	1.1	87.6	88.7	89.8	90	90	90
Black	68	73.5	2.2	75.7	77.9	80.1	82.3	84.5	86.7
Hispanic	207	76.3	2	78.3	80.3	82.3	84.3	86.3	88.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	147	90.5	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	308	46.7	4.4	51.1	55.5	59.9	64.3	68.7	73.1
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	211	67.8	2.7	70.5	73.2	75.9	78.6	81.3	84

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-5520-888
DISTRICT : Washington Township
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1848	81.2	1.6	82.8	84.4	86	87.6	89.2	90
White	1665	81.7	1.5	83.2	84.7	86.2	87.7	89.2	90
Black	37	70.3	2.5	72.8	75.3	77.8	80.3	82.8	85.3
Hispanic	73	74	2.2	76.2	78.4	80.6	82.8	85	87.2
American Indian	-	-	-	-	-	-	-	-	-
Asian	62	83.9	1.4	85.3	86.7	88.1	89.5	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	384	45.6	4.5	50.1	54.6	59.1	63.6	68.1	72.6
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	44	61.3	3.2	64.5	67.7	70.9	74.1	77.3	80.5

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1845	89.8	.9	90	90	90	90	90	90
White	1662	90.2	-	90	90	90	90	90	90
Black	37	75.6	2	77.6	79.6	81.6	83.6	85.6	87.6
Hispanic	73	87.7	1	88.7	89.7	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	62	88.7	1	89.7	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	383	69.7	2.5	72.2	74.7	77.2	79.7	82.2	84.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	43	79	1.8	80.8	82.6	84.4	86.2	88	89.8

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<30)

Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-5660-888
DISTRICT : WEST MORRIS REGIONAL HIGH SCHOOL DISTRICT
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	686	99	-	90	90	90	90	90	90
White	622	99	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	32	96.9	-	90	90	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	102	93.2	-	90	90	90	90	90	90
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	686	94.3	-	90	90	90	90	90	90
White	622	94.7	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	32	93.8	-	90	90	90	90	90	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	102	66.7	2.8	69.5	72.3	75.1	77.9	80.7	83.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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Title I Accountability System

2/6/2014

ESEA Waiver - Annual Progress Targets

CDS CODE : 27-5770-888
DISTRICT : WHARTON BOROUGH BOARD OF EDUCATION
SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this District under ESEA Waiver
 Districts and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	430	63.8	3	66.8	69.8	72.8	75.8	78.8	81.8
White	155	79.4	1.7	81.1	82.8	84.5	86.2	87.9	89.6
Black	-	-	-	-	-	-	-	-	-
Hispanic	224	53.1	3.9	57	60.9	64.8	68.7	72.6	76.5
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	95	27.4	6.1	33.5	39.6	45.7	51.8	57.9	64
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	210	51.9	4	55.9	59.9	63.9	67.9	71.9	75.9

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	428	69.4	2.6	72	74.6	77.2	79.8	82.4	85
White	154	81.8	1.5	83.3	84.8	86.3	87.8	89.3	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	223	61.4	3.2	64.6	67.8	71	74.2	77.4	80.6
American Indian	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	94	38.3	5.2	43.5	48.7	53.9	59.1	64.3	69.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	209	57.4	3.6	61	64.6	68.2	71.8	75.4	79

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

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2/6/2014